Standard IV.B: Board and Administrative Organization

Section: IV.B. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing body for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The Institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The City College of San Francisco Board of Trustees has a policy manual that identifies Board roles. In 2008 the Policy Implementation Committee of the Board, with the assistance of outside legal counsel, began a process to review and update the policy manual. In the same year, partly because of budget constraints, and largely because of concerns raised in the Churchwell Report on the Special Investigation pertaining to alleged misappropriation of public funds for a statewide campaign, the Board focused its attention on policies related to bidding, contracting, and construction in order to correct problems that had been identified by the Report.

The special investigation focused specifically on three former college administrators who acted several years ago in a manner that led to the San Francisco District Attorney filing complaints against them. Ultimately these complaints, which were related to the College’s campaigns for bond measures, resulted in convictions for the misuse of public funds. To provide safeguards against such activity occurring again, the Board of Trustees has enacted many new policies designed to strengthen controls on finances and contracts. In addition, three years ago the College hired its first full-time internal auditor to provide another layer of oversight for financial resources. In addition, the Board had previously authorized a Performance Audit in 2007.

The Board has devoted considerable time, energy, and effort to adopting new policies and resolutions in order to prevent a recurrence of such criminal activity. These policies related to new safeguards of fiscal probity are:

2008:
080828-P2: Policy Manual 1.06 - Conduct regarding Elections

2009:
090129-P2: Policy Manual - Board Self-Evaluation
091022-P1: Policy Manual BP 6740 – Operations of Citizens Bond Oversight Committee
2010:

100128-P2: Policy Manual BP 6345 – Split Bids
100128-P5: Policy Manual BP 6348 – Controller
100326-P1: Policy Manual BP 6340 (III)(D) – Contracts
100326-P5: Policy Manual BP 6345 – Violations – Change Orders
100429-P2: Policy Manual BP 6343 – Notice of Ratification of Contracts
100429-P3: Policy Manual BP 6344 – Violation of Ratification of Contracts
100729-P1: Policy Manual BP 3052 – Conflict of Interest
100729-P2: Policy Manual BP 3060 – Protected Disclosure of Improper Governmental Activity

2011:

110526-P1: Authorization of Certain Employees to Encumber District
110728-P2: Policy Manual BP 2420: Authorization to Encumber District
110825-P1: Policy Manual 1.17: Board of Trustees Audit Committee Charter

Also in 2008, the Board established its Facilities, Infrastructure and Technology Committee, which immediately began close oversight, for the first time, of escalating construction costs and expenses. In addition, the Board passed a resolution requiring that every change order be approved by the Committee and forwarded to the Board. The process of Policy Manual review was resumed at the end of March 2010. Please note that the Manual items are in transition between the old “PM” numbering system and a new “BP” system. Policies that the Board will enact, revise, or update by October 31, 2011 include: a statement that it is responsible for the selection, hiring, and evaluation of the Chancellor; a clarification of the Conflict of Interest Policies; for trustees; a clarification about Statements of Financial Interests; and a Code of Ethics for all employees.

The College Mission and Vision statements, Strategic and Annual Plans, Program Review, Educational Plan, and other institutional planning documents address program quality and student learning outcomes as well as services provided to ensure student success as outlined in Standards 1 and 4A-II.

BP – The Board has always devoted considerable attention and discussion to reviewing and amending the Vision and Mission Statements. Board Policy 1200 (BP 1200), “District Vision and Mission Statement,” addresses the College’s commitment to superior levels of educational participation and academic success among all students. The statement further addresses the College commitment to providing an affordable and unparalleled learning experience in a supportive and caring environment that leads students to successfully complete their goals. In addition, the College is committed to expanding out-of-classroom
learning activities to provide a range of opportunities, including service learning, internships, tutoring, mentoring, and cultural and recreation activities throughout the district.

BP 1200 further states:

“Our principal distinction will be high quality of instruction. The educational experience will feature successful learning in areas as varied as basic skills, academic skills, academic courses, advanced honors, career and technical courses, retooling of job skills, and preparation for transfer to other educational institutions. Learning opportunities will extend to a broad array of courses and programs to offer any student a pathway to educational and career success.”

Since the last accreditation visit, the Board has examined its existing practice and revised PM 1.11, “Chief Administrator: Selection, Authority and Term of Office.” [http://www.ccsf.edu/Policy/Manuals/1/pm1_11.doc] This policy needs to be revised to state explicitly that the Board is responsible for selecting, hiring, and evaluating the Chancellor in order that the policy describes long-standing Board and District practice.

Self Evaluation

The College will meet this standard by December/October 31, 2011.

Planning Agenda

Complete Board Policy updates by December/October 31, 2011, particularly in regard to its responsibility to select and evaluate the Chancellor.

Section: IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

As mandated by the California Education Code, the San Francisco Community College District is governed by a Board of Trustees, consisting of seven members elected by the voters of the City and County of San Francisco to represent the interest of the community at large. The Board has one student member elected by the Associated Students of City College of San Francisco to represent the interests of the student population of the College. The Student Trustee casts an advisory vote at the open session of Board meetings.

Board Policy Code of Ethics (PM 1.15) reads as follows:—includes the following:

“The Board of Trustees shall…

5. Represent all segments of the community in advocating for their particular needs.
6. Function as a team seeking to stay well-informed and to act objectively:…
8. Recognize that the Board of Trustees exercises power through the decisions it makes as a group. Individual Board members have no legal standing. Trustee powers cannot be utilized in any individual manner.”
City College of San Francisco is a public institution; therefore, all governing board members are non-owners of the institution [http://www.ccsf.edu/Policy/Manuals/1/bp3052.doc].

Self Evaluation
The College meets this standard.

Planning Agenda
None.

Section: IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
The governing board has ultimate responsibility for educational quality, legal matters, and the fiduciary responsibility for the district. The Board reviews, evaluates, and periodically commissions studies, reports, and other documents related to the quality of student learning programs/services and how District resources are allocated to support learning programs. The Board reviews programs and budgets at regular meetings and work sessions.

The College’s Strategic Plan, Annual Plan, Educational Plan, and College catalog are all reviewed and approved by the Board of Trustees.

In addition, the Board was successful in directing the focus of the Student Learning Outcomes effort to the issue of Student Equity. As a result of hearings that the Board required, the College has begun to develop a system of assessing and improving student equity and the achievement gap. Specifically, in regard to February 2010, the differing results among different ethnic groups were identified in the CCSF Student Achievement Gap and Social Equity Report (October 2009). The report is accessible on the CCSF website: http://www.ccsf.edu/NEW/content/dam/ccsf/images/academic_senate/AS_Docs/Whatishot/EquityReport-October_2009.pdf

The Board considered a series of topics and questions (listed below) which emerged from a careful look at the data in the Student Achievement Gap and Social Equity Report, and received direct input from students during these hearings.

“Financial Aid
How can we improve access to and applications for student financial aid? Pay special attention to promoting greater success for African-American, Filipino/a, Latino/a, Native American, Pacific Islanders, and Southeast Asians? What are the current resource and
space/facilities needs of Financial Aid Office? What are the percent of eligible CCSF students that take advantage of Financial Aid opportunities? What are other recommendations on how City College can increase the number of eligible students taking advantage of Financial Aid opportunities? What is the process of applying for student employment? Is there a centralized approach or is student employment handled on a department by department basis? Is there an updated centralized website where student can receive information about CCSF employment opportunities?

**Student Support and Facilities to Improve Underrepresented Student Success**
Beyond funding, what are the needs of the Student Services and Student Development offices to facilitate improved learning outcomes for underrepresented students at City College? Would a “one-stop” student services location promote student success, especially for underrepresented students? If so, how much and what kind of space is needed to make that a reality?

**Retention Programs and Underrepresented Student Success**
How can we improve and expand retention programs to better serve Filipino/as, Native Americans, Pacific Islanders, Southeast Asians, LGBT students, and other students?

**English and Math from Basic Skills to Transfer**
How can we improve student success in English and Math from Basic Skills to Transfer, especially for African-American, Filipino/a, Latino/a, Native American, Pacific Islanders, and Southeast Asian students? Impact of the English and Math Sequence on Retention and Degree Completion; Defining the Basic Skills; Survey of system and comparative study of effectiveness; the impact of shortened developmental sequences in English and Math; Intensive models; the role of ESL in Basic Skills; Impact of Grading options on Retention, Transfer and Degree Completion; Survey of systems and comparative study of effectiveness; the impact of a pass/no pass grading option; Impact of culturally relevant curriculum on Retention, Transfer and Degree Completion; Survey of systems and comparative study of effectiveness; the impact of a culturally relevant curriculum; How can we improve student success in English and Math from Basic Skills to Transfer, especially for African-American, Filipino/a, Latino/a, Native American, Pacific Islanders, and Southeast Asian students?”

As a follow up to the hearings organized by the Board, in May 2010 a special task force was organized by the Chancellor to strategically work on the planning and assessment of City College’s intervention efforts to address the student achievement gap, and to assist in the implementation of those plans with the various College divisions and departments. The taskforce includes representatives of all College constituencies (faculty, classified staff, students, and administrators), as well as key leaders of Shared Governance committees. Since May 2010, the Taskforce has held meetings and reported on progress to the Board of Trustees each semester on the following topics: English Course Sequencing; Mathematics Course Sequencing; English as a Second Language; Student Registration; Counseling; AB540; International Students; Student Employment; Financial Aid; and Placement Testing.

**Self Evaluation**
The College meets this standard.

The Board and the Shared Governance process effectively ensure that a holistic and public process is in place to produce plans and reports that the Board deems necessary.

Planning Agenda

None.

**Section:** IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

**Descriptive Summary**

The governing board is independent and subject only to state and federal laws pertaining to post-secondary education.

The Board is the ultimate authority for City College of San Francisco (as per California Education Code 70902, Title 5, as well as Board Policy Manual Section 1.09 and others) and is responsible to use that authority to create broad policies to ensure the integrity of the institution in fulfilling its mission.

Some shared governance entities believe that all policies must be reviewed and agreed to by the Shared Governance system before they are adopted. Examples of the Board’s exercise of authority in matters of educational quality include the following resolutions:

**2009:**
- 090129-P2: Policy Manual ___ - Board adopts them. Some trustees believe that Shared Governance entities are often hostile when the Self-Evaluation[A12]
- 090326-S5: Support for SFUSD A-G Requirements & Establishing Joint BOT/SFUSD Board raises issues of public concern. These trustees are concerned that the Board’s attempts to accommodate shared governance review have resulted in unnecessary delays and Committee
- 090924-P1: Adoption of the San Francisco Sunshine Policy as to Meetings
- 091119-S3: Programming Study for a barrier to the Board’s fulfillment of its responsibility to adopt policies. They believe that the new Bayview/Hunter’s Point Campus
- 091119-S4: Creation of Southeast/Bayview/Hunter’s Point Campus Planning Committee

**2010:**
- 100429-S2: Evaluation of Expansion of CTE for ESL Programs
- 100429-S3: Expansion of Support Services for Veterans
- 100729-S2: Renewal of School District/SFCCD Board has the authority and responsibility to act even when Shared Governance review yields no results. Joint Committee By-Laws

**2011:**
- 110224-S1: Approval of Modification of Associate Degree Requirement
Examples of the Board’s exercise of authority in financial matters include the following resolutions [A13]:

110127-B2a: Clarification of accounting of Board of Trustees expenses through a board budget

110127-S2: The appointment of Tracy Teale, CPA, to serve the Board’s Audit Committee as a CPA advisor and a financial expert

110526-S3: San Francisco Community College District adopts the written protocol to clearly delineate those employees who have authority to financially encumber or otherwise legally or financially obligate the

2008:
080828-B3: Resolution re payment of DLA Piper law firm for investigative/represent District before DA (Churchwell)
080925-B1: Resolution re payment of DLA Piper law firm for investigative/represent District before DA (Churchwell)

[A14]

2009:
090827-S1: Tasking the Internal Auditor to Gather Information Regarding Payroll Transactions

2010:
100225-S4: Adoption of Procedures to Comply with Campaign & Governmental Conduct Code Section 1.126
100326-S6: Master Agreement Between SFCCD & Foundation
100624-S8: Authorization for Internal Auditor to Perform Payroll Audit
100624-S10: Appointing Members to the Citizens’ Bond Oversight Committee
100826-S3: Appointment to Citizens’ Bond Oversight Committee
101216-S8: Approval of Guidelines for Named Gift/Giving Opportunities

2011:
110127-B2a: Clarification of Board of Trustees’ Expenses Through Accounting
110127-S2: Appointment of Tracy Teale, as CPA Advisor to the Board of Trustees Audit Committee
110424-S7: Written Protocol to Delineate Employees Authorized to third-parties Encumber District
100128-P4: Adding Board Policy BP 6347—PROCEDURES AND POLICY MANUAL—FACILITIES OFFICE
110526-S3: Authorization for Employees to Financially Encumber District
110623-B2: Authorization to Contract with Outside Auditors Perry-Smith
110825-S6: Written Protocol for Employees Who Encumber the District
110127-B2a “Clarification of Accounting of Board of Trustees Expenses through a Board Budget”
In addition, for the 2011-12 draft budget, the Board wants detailed data and a plan that identifies clear criteria for making noninstructional faculty assignments prior to Board authorization of such assignments for Spring 2012. [Ref, Board Planning and Budgeting meeting, June 20, 2011 and June 23rd Draft Budget Part 4 Board of Trustees Modifications, Section 4.]

Self Evaluation

The College meets this standard.

Planning Agenda

None.

Section: IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board of Trustees Policy Manual is available online [http://www.ccsf.edu/Policy/Manuals/NEW.shtml]. The Board Policy Manual addresses the Board’s size, duties, responsibilities, structure, and operating procedures (see PM 1.01 – 1.16). [Ref. CCSF District While the process of updating the Policy Manual and changing to a new numbering system is underway, it can be a bit difficult to find specific policies because of the different systems for policies labeled PM and those labeled BP. Once the Policy Manual has been completely revised, this difficulty should cease. Dates of approval and the number of revisions indicate the frequency with which the Board revises its policies.

Self Evaluation

The College meets this standard.

Planning Agenda

None.

Section: IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board actions are consistent with the CCSF Board Policy Manual and bylaws. There is no evidence that Board actions are not final or that they are subject to the actions of any other
The Board wants to explore ways that it and Shared Governance entities can understand each other better and work together more effectively and amicably.

In January 2009, the Board adopted BP 2745, which calls for the Board to assess its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning. The self-evaluation is intended to address effective Board operations and dynamics as well as the achievement of Board goals and the fulfillment of its responsibilities to support the District’s success. It cites the 2006 Self Study IV.B.1.e & g as the basis for its adoption. The Board is committed to conducting a self-evaluation on an annual basis each Spring semester.

However, the Self Evaluation conducted in 2010 is still incomplete, in that the Board Policy requires that the Evaluation results be discussed at a public meeting. Further, the policy states that “The results of the process will be used to summarize accomplishments from the past year…”

**Self Evaluation**

The College partially meets this standard.

**Planning Agenda**

The Board will complete its most recent Self Evaluation process, produce a summary of its accomplishments from the past year, and review its obligations for collegial consultation. 

**Section: IV.B.1.f.** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Descriptive Summary**

The Board does not have its own system for orientation and development; instead the Chancellor has taken on that role. Each Board member receives a personal orientation, involving the Chancellor, some leaders of College constituencies, and senior administrators. Topics such as the planning and budgeting system and all pertinent information are discussed in the Policy Manual and the California Community College League’s New Trustees Orientation binder, which is distributed to all Trustees. In the 2006 Self Study, the College pledged that the Board would hold an annual retreat. The last retreat was held in Spring 2009, but no retreats were held in Spring 2010 or Spring 2011. A Board Retreat has been scheduled for October 24, 2011.
In addition, all new Trustees who have joined the Board in the last six years have attended orientations for trustees organized by the California Community College League held in Sacramento.

The Office of the Chancellor (CCSF) serves as an ongoing resource to all Board members. Board members are encouraged and provided with many different opportunities to attend both internal and external events, conferences, and other functions to improve and increase their understanding of policies affecting both the San Francisco Community College District and the state community college system.

The members of the Board of Trustees are elected by the voters of the San Francisco Community College District. The seven publicly elected Trustees serve four-year terms; the terms are staggered so that some board members face the electorate every two years. This ensures that the Board continues to be responsive to community concerns. Currently, five of the seven Trustees have served more than one four-year term. The Student Trustee serves a one-year term. There are no term limits established for the Board of Trustees.

Self Evaluation

The College partially meets this standard.

Planning Agenda

Develop a system for Board development and new member orientation.

2. The Board is planning a retreat to occur by the end of October, 2011.

Section: IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Resolution No. 090129-P2, dated January 29, 2009, clearly outlines the Board Self Evaluation process at City College CCSF. The resolution stipulates that each Trustee have the opportunity to provide his/her opinion regarding the performance of the Board. District Shared Governance Shared Governance groups and unions also offer input to the Board. These groups are the Academic Senate, Administrators' Association, AFT 2121, Associated Students, Classified Senate, Department Chairpersons Council, and SEIU 1021. Each group is asked to provide a single response based on its own determination of the best method for arriving at a single response. In order to maintain strict confidentiality, the Board President requested that the Office of Research and Planning collect and aggregate all responses. Responses are aggregated such that there is one “Trustees” response and one “College Groups” response.
The Board Self Evaluation form is comprised of two parts: a quantitative section and a qualitative section. This approach is similar to approaches used by other California community colleges.

The quantitative portion includes an extensive series of items in the categories of Board Organization, Policy Role, Community Relations, Policy Direction, Board-Chancellor Relations, Standards for College Operations, Board Leadership, Advocating for the College, and Board Education. Respondents are asked to rate these items based upon a five-point scale.

The qualitative portion is drawn from several open-ended questions:

- What are the Board’s greatest strengths?
- What are the major accomplishments of the Board in the past year?
- What are areas in which the Board could improve?
- What are the one or two most important change(s) you think we need to make to improve our Board meetings and/or other functions?
- What issues do you feel the Board should make its priorities for the coming year?

According to BP 2745, the results from the Self Evaluation form are provided as a basis for the Board to assess its own performance, and to identify its strengths and areas in which it may improve its functioning.

The Board shall provide an opportunity for District Shared Governance entities to offer input to the Board regarding their assessment of the Board’s performance during the prior year in conjunction with the Board’s self-evaluation. The President of the Board, or his/her designee, shall distribute the Board Evaluation Form to each of the District’s participating organizations at the same time it is distributed to Board members. Each District Shared Governance organization that wishes to offer input into the Board’s self-evaluation process shall complete the Form sufficiently in advance of the Board’s preparation of its self-evaluation to allow the results to be compiled either into a master copy or a summary and to be provided to the Board. The compiled results shall be reviewed by the Board prior to its completion of its self-evaluation.

BP 2745, passed January 29, 2009, calls for an annual Board self evaluation to take place no later than April 1 of each year. To date, the Board has conducted two self-evaluation studies, one in Spring 2009 and the second starting in Fall 2010, which was almost finalized in Spring 2011. The Board still needs to schedule a public discussion of the results and prepare a summary of areas for improvements as well as accomplishments.

Self Evaluation

The College partially meets this standard.

The Board of Trustees and College have done an excellent job in eliciting candid evaluations from constituent groups and from Board members. At its September
evidence]. Scheduling of the self evaluations has slipped. The first one was conducted in Spring 2009 [ref]; the second one was commenced in Fall 2010, and not finalized until January 2011 meeting, the Board plans to have a substantial public discussion of the findings and to produce a consensus list of Board accomplishments, which will be included in this Self Study. Scheduling of the self-evaluations has slipped. The first one was conducted in Spring, 2009, the second one was commenced in Fall, 2010, but not finalized until January, 2011. And finally, the Self Evaluation needs to include discussion of the Board’s fulfillment of its responsibilities in relation to Accreditation Standards [ref].

Planning Agenda

**Complete the 2010 Self Evaluation.** Revise the Evaluation questions for the 2012 and subsequent iterations.

**Section: IV.B.1.h.** The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

**Descriptive Summary**

The District Policy Manual contains a code of ethics (PM 1.15) as noted in the response to Standard IV.B.1.a. This code of ethics needs to be updated.

Because City College of San Francisco is a public institution, all of the governing board members are non-owners of the institution. However, voting members of the Board are required by California state law to make public their financial interests. To quote the District policy manual (PM 1.07B): “Designated employees shall file statements of financial interest with the Chancellor of the District, who shall serve as the filing officer for the District, and who shall retain the original of all statements filed in his or her office, unless otherwise directed by law or regulation to the contrary.” The San Francisco Ethics Commission [ref]. Each Trustee is now the repository for each Board member to file a yearly Statement of Economic Interest directly with the San Francisco Ethics Commission. Each year, the CCSF Chancellor’s Office sends each Trustee a memorandum and forms packet. The College never has [A20] does not retain physical custody of the completed Statements; they are filed directly with the San Francisco Ethics Commission by each Trustee. The Board Policy Manual [ref] has been updated to reflect these recent changes in law, particularly because Trustees are not employees of the District.

Included in the SFCCD Policy Manual is a Code of Ethics and Responsibilities section (Number 1.15, p. 2) which states, “A violation of the Code of Ethics shall be subject to censure charges by a Board member, a hearing held by the Board’s Personnel Committee and a resultant finding of recommendation to the full Board.” No such actions have had to be taken to date; therefore, no track record of such actions exists: [ref]. This section of the Policy Manual, which refers to censure and hearings of Board members for violations of the Code of Ethics, is under review by the Board and a new policy will be passed on a second reading in October 2011.”

**Self Evaluation**
The College meets this standard.

Planning Agenda

Update Board policies on Statements of Financial Interests and Code of Ethics.

Section: IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board receives information and updates regarding the accreditation process, status, and documentation. The Board reviewed previous WASC Accreditation Reports and Mid-Term Reports.

The Board of Trustees has been informed about and involved in the current accreditation self-study process.

Individual Board Members have volunteered to serve as a resource to the various Standard Teams and have attended the CCSF Accreditation Steering Committee and Standard Team Meetings. The CCSF Board of Trustees President serves as-ex officio to the Steering Committee. Individual meetings with the Chancellor and some Trustees were held to review sections of the Self Study in depth. Two meetings of the Institutional Effectiveness Committee were held during which attending Board members provided input on the draft Self Study [ref 1 ref 2 need minutes of these meetings].

Self Evaluation

The College meets this standard.

Planning Agenda

None.

Section: IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.
Descriptive Summary

The Board hires a Chief Executive Officer with the title of Chancellor and delegates to him/her the day-to-day operations of the District and as well as the drafting of the multi-year plans required for the future of the College. Documents attesting to the search, hiring, and retention of the Chancellor demonstrate that the Board takes the ability, authority, and autonomy of the Chancellor seriously. The Board also factors in viewpoints of the communities-at-large in the selection process.

The Board holds the Chancellor accountable by fully discussing a variety of issues. In regard to the 2011-12 budget, the Board Committee on Planning and Budget required and received numerous reports on the draft 2011-12 budget. The Board provided guidance to the Chancellor in the allocation of resources to activities such as: the Grace child development program, Child Development Program at the Southeast campus, and at Campus, as well as child development programs at other instructional sites throughout the city; in the allocation of funding for class sections; in the salary schedule for administrators; in the establishment of a fund for innovation; and in the adequate provision of funding for the Second Chance Program [References – Planning and budget meeting agendas and recordings for Grace, Southeast and campuses. For Salary schedule, Innovation and Second Chance, the June 23 Budget book, marks these areas as “Board Modifications.”]

Self Evaluation

The College partially meets this Standard.

The College has established procedures for the hiring and evaluation of the Chancellor, but not a Board policy which explicitly states that the Board hires and evaluates the Chancellor. It is expected that this will be corrected by December 31, 2011.

Planning Agenda

Revise Policy Manual to clarify that the Board hires and evaluates the Chancellor.

References:

Transcripts/DVDs of Board meetings
Board Policy Manual
Monthly Chancellor’s Reports
Board minutes: http://www.ccsf.edu/Offices/VCFA/minutes.htm
Board transcripts: http://www.ccsf.edu/Offices/VCFA/transcripts.htm
Audio tapes of Board Committee meetings
IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary
Dr. Don Q. Griffin was appointed Chancellor of City College of San Francisco on December 18, 2008. He served as Interim Chancellor starting on March 1, 2008. Dr. Griffin has 41 years of service at CCSF both as an instructor and an administrator. Before becoming Interim Chancellor, Dr. Griffin served simultaneously as Vice Chancellor of Academic Affairs and Vice Chancellor of Student Development, having been promoted from Dean of Instruction. Prior to becoming an administrator he was Chair of the Department of Behavioral Sciences where he taught from 1969 to 1996 [IV B-1].

The Chancellor’s Employment Agreement specifies the powers, duties, and responsibilities of the Chancellor. In Article 3A and 3B it specifically states that the Chancellor, as Chief Executive Officer, is responsible for executing policies and implementing identified goals through the day-to-day management of the District. In addition to the responsibilities conferred upon the Chancellor by contract and by the State of California, the Chancellor also recommends all personnel for employment for Board approval; provides leadership for academic excellence; administers the instruction, student services, and business affairs of the District; reviews board policies and recommends changes; establishes and maintains working relationships with other government agencies; promotes a positive District image in the community; serves as the Board’s designated representative with respect to all employer-employee matters; annually evaluates administrative employees; and manages and controls District property [IV B-2].

The Chancellor’s Objectives, developed annually with the Board, further delineate the annual goals for the Chancellor and encompass his relationship with the Board, planning, resources and staffing, technology, information and communication, campus facilities, and communication with various communities. The Chancellor’s Objectives also serve as a direct mechanism for the Board to provide ideas, suggestions and priorities for the College in any given year [IV B-3].

The Annual Plan consists of a set of institutional objectives that are to be achieved, or for which substantial progress is to be made, within the specified academic year through the efforts of the College departments, schools, and administrative operations. The Annual Plan is drafted based upon a series of inputs. It serves as an integration point for implementing the College longer-term plans. The Annual Plan also reflects imminent priorities derived from department- and unit-level program reviews which, since 2008-09, have been assembled with increased regularity by every unit within the College. Finally, the Annual Plan is refined through the Shared Governance and Board Approval processes [IV B-4].

The Committees of the Board include: Audit; Facilities, Infrastructure and Technology; Institutional Effectiveness; Planning and Budgeting; Policy Implementation; Joint Committee with SFUSD Board of Education; and Chancellor/Board Relations. All of the committees provide support to the College and directly to the Chancellor on various matters in implementing the College Annual Plan. Topics have ranged from Technology and Construction to Fundraising, and Policies on Hiring. The Committee structure and support have been instrumental in moving the College forward [IV B-5].

With the Chancellor’s leadership, the College is in the process of finalizing the 2011-16 Strategic Plan as well as updating the Education Master Plan, both of which provide a more
coherent and transparent planning framework guided by the Board-approved Mission and Vision statements.

The Chancellor provides leadership with internal constituent groups both outside and within the context of the Shared Governance process. He meets at least once per month with the Academic Senate, AFT 2121, SEIU 1021, the Labor Management Council, all Administrators, and the Department Chairpersons Council. Further, he chairs the College Advisory Council, which oversees the Shared Governance process and has representation from all groups, including the Classified Senate. In addition, he chairs the College’s Planning and Budgeting Council, the Diversity Committee, and the College Council. All of the aforementioned groups meet monthly. Meeting regularly with these groups has been constructive and allows issues to be addressed directly and in a timely manner [IV B-6].

The Chancellor works closely with administrators to provide hands-on oversight and evaluation through monthly meetings with all administrators, weekly meetings with the Vice Chancellors and Cabinet members and regular meetings with Shared Governance entities and other groups as described above [IV B-7].

The Chancellor reviews and evaluates the implementation of the College plans. He stresses a planning and evaluation process that promotes a coordination of effort which will lead to student success and increased rates of program and degree completion. This includes linking the Strategic and Educational Plans to the Program Review and Planning and Budgeting processes.

The College has worked on integrating the process of institutional planning, budgeting, and assessment by combining various planning efforts and linking those to annual budgets. The College’s Planning and Budgeting Council (College’s PBC) plays a key leadership role in linking planning issues. For the past several years, the Council oversaw the development of a Management and Budget Plan containing a summary of the budget, the CCSF Annual Plan, and performance measures or outcome indicators to be evaluated at the end of the academic year. Similarly, the Annual Budget includes the Annual Plan. In order to eliminate redundancies and promote earlier and deeper integration between planning, budgeting, and assessment, the Management and Budget Plan is no longer being assembled (it was last assembled in 2009-10). Instead, the College is exploring ways to deepen the integration between the Annual Budget and the Annual Plan, and reflect this integration in the Annual Budget when it is published [IV B-8].

Self Evaluation

The College meets this standard.

The Chancellor is a leader who has demonstrated the ability to work in a complex and demanding environment. He understands the current and future needs of the College and in response has directed the effort to implement a strategic set of Shared Governance initiatives to address these needs and challenges. In an atmosphere of dramatically reduced financial support for higher education and increasingly tough budget reductions, he has worked closely
with various internal and external stakeholders to find and develop effective, yet reasonable solutions.

The Chancellor has articulated the College strategy for dealing with the budget crisis of the past three years. An internal Fundraising Workgroup was established in May 2010 to develop alternate sources of funding to support the College. The “Save the Classes” Campaign he launched raised over $395,000 between July 1, 2010 and June 30, 2011 to reinstate classes. CCSF’s Child Development, High School Diploma Programs, and Gateway to College programs are now participating in an eScrip fundraising program [IV B-9].

When the current Chancellor began his tenure was first hired, he emphasized that the College was experiencing an unprecedented financial crisis that required the input and cooperation of every member of the CCSF community. The goal was to reduce costs without resorting to significant layoffs or the decimation of instruction and support services. For the past two years, the College has been successful in reducing costs, avoiding layoffs, and maintaining quality educational services. He continues to inform the College community of current and future budget challenges and encourages input from all groups.

Planning Agenda

None.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

During the past few years, the administrative structure of City College has been heavily impacted by two factors; namely, the fiscal crisis beginning in FY 2007-08 and the large number of administrators who retired in FY 2009-10. As of June 30, 2010, fourteen members of the administrative staff retired. The College administration was in a period of transition and only half of these positions were expected to be filled due to budgetary restraints. By Fall 2010, the administrative ranks fell from fifty-seven (57) to forty-three (43).

Working very closely with the Human Resources Department, the Chancellor re-aligned the administration to create a more efficient and effective administrative structure [IV B-10]. During 2010-11, although many administrative positions remained vacant, the duties continued to be performed by current deans taking on additional responsibilities. The Chancellor remained focused on implementing the College reorganization plans while making sure that succession planning was in place. This included the hiring for interim administrative positions, new administrator positions, transfer of positions, hiring of faculty, upgrading faculty positions, and managing the expected negative effects of attrition across the institution, including classified staff across the institution.
The following administrators were transferred to backfill vacancies resulting from retirees and/or were asked to temporarily take on additional duties while continuing to perform their current positions: Dean of Faculty Support Services transferred to Dean John Adams Campus/School of Health & Physical Education; Dean of Southeast Campus transferred to Dean of Student Affairs; Dean of Matriculation transferred to Dean of Civic Center Campus.

The following were given additional responsibilities & duties: Interim Dean of Evans Campus temporarily assumed the responsibilities of the Dean of Southeast Campus; Dean of Financial Aid and EOPS temporarily assumed the responsibilities of the Dean of Mission Campus; Dean of Human Resources temporarily assumed the responsibilities of the Dean of Library and Learning Resources Center; ADA Compliance Director/Assistant Legal Counsel temporarily assumed the responsibilities of the Chief Legal Counsel.

Two new administrators joined the administrative ranks in July 2010, filling the Associate Dean Student Activities and the Chief Information Technology Officer positions.

In Fall 2010, the Chancellor began to chair monthly Administrators’ meetings to facilitate better communication among all administrators, many of whom were new to the ranks, and to share ideas and learn from each other’s experiences. A newly revised Administrative Evaluation process includes administrative objectives with measurable outcomes. The new process has been revised so that 25 percent of the overall score would be based on the supervisor’s comments. The Administrator’s Association offered Admin 101, workshops that focused on specific topics to help the learning curve of many new administrators [IV B-12].

The realignment also included the creation of three new administrative positions: Chief Information Technology Officer; Vice Chancellor of Legal Affairs; and Vice Chancellor of Campuses, Financial Aid, Admissions and Records.

By July 1, 2011 the following positions were filled: Associate Dean, Contract Education/Continuing Education; Associate Dean, Registration and Records (Noncredit); Dean, Downtown Campus and School of Business; Dean, Faculty Support Services, Course/Room Scheduling; Dean, School of Behavioral and Social Sciences; Dean, School of Liberal Arts and Castro Campus; and Dean, School of Science and Mathematics. Associate Vice Chancellor of Workforce and Economic Development was appointed InterimVice Chancellor of Policy and Research and Policy. The Dean of Mission Campus/Financial Aid was appointed Interim Vice Chancellor of Campuses, Financial Aid, Admissions and Records, and New Student Counseling.

As of July 1, 2011, reporting directly to the Chancellor are the following administrators: Vice Chancellor of Academic Affairs; Vice Chancellor of Finance and Administration; Interim Vice Chancellor of Student Development; Interim Vice Chancellor of Research and Policy (formerly Institutional Advancement); Interim Vice Chancellor of Campuses and Enrollment Services; Vice Chancellor of Legal Affairs (Vacant); Chief Information Technology Officer; Chief of Police; Dean of Marketing and Public Information (Vacant); and Executive Assistant to the Chancellor.

The Chancellor delegates authority to these administrative chains to ensure that all annual operational and developmental objectives are achieved. This administrative coordination and
leadership are managed through direct contact with the Vice Chancellors as well as regularly scheduled meetings with the Chancellor’s Executive Cabinet and monthly meetings with the entire administrative staff [IV B-13].

In addition, the Chancellor chairs the monthly College Council meeting comprised of, which comprises all administrators, department chairs and the presidents of the Academic Senate, Classified Senate, AFT 2121, and SEIU 1021. The Chancellor meets monthly with the College Advisory Council (CAC), a Shared Governance body comprising of the leadership of all the College Organizations: Academic Senate, Department Chairpersons Council, Classified Senate, SEIU 1021, AFT 2121, the Associated Students, the Administrator’s Association, and the Vice Chancellors. The Chancellor also meets at least once a month with the leadership councils of each of these respective constituencies. In addition the Chancellor is in daily contact with his senior staff on all issues related to budget control and expenditures as well as key College projects authorized by the College Annual Plan [IV B-14].

**Self Evaluation**

The College meets this standard.

In light of the current economic climate, the Chancellor realigned the administrative structure of the College to become more efficient, and effective, less expensive, and significantly decreased the reliance on outside consultants. As a result, he has created an administrative structure that is more sustainable. At the end of Spring 2010, 14 administrators retired, creating many vacancies, particularly at the School and Campus Dean level. Recent interim and lateral administrative appointments created challenges for the College as the recent appointees gained experience in their positions. At the same time, this transition presented new opportunities for the College as a new generation of administrative leaders prepared to lead the College into the future.

**Planning Agenda**

None.

**IV.B.2.b.** The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.
Descriptive Summary

The Chancellor communicates the institutional values, goals, and direction in multiple arenas. He addresses the entire College at the beginning of each semester and chairs key Shared Governance committees, such as College Council, the College Advisory Council, the College’s Planning and Budgeting Council, The PBC, the Diversity Committee, as well as monthly meetings with of the College Council, the Chancellor’s Executive Cabinet and major constituencies across the College. The Chancellor is accessible to all constituencies in the College, especially students [IV B-15].

The Chancellor interacts with the various constituencies: classified staff, faculty, students, board administrators, Board members, and community and government agencies and citizens. He works with these groups to understand their concerns and issues. The Chancellor relies on the administrative chains to ensure that all annual operational and developmental objectives are met. The College 2011-16 Strategic Plan has identified communication as a strategic priority throughout the College [IV B-16].

The Chancellor’s experience as Vice Chancellor of Academic Affairs and Student Development gives him firsthand knowledge of academic, student development, and budgetary issues. He understands enrollment issues. Regular reviews of these issues are discussed in Executive Cabinet, with the Board, and with other constituency groups. The Chancellor reviews data, issues, and proposed plans with the entire College community. The agendas at the monthly College Council meetings (including administrators, department chairs, and all constituency representatives), as well as the agendas at the Administrators’ meetings, have consistently included a review of enrollment data, as well as budget updates [IV B-17].

The Office of Research and Planning regularly provides data and statistics on enrollment in order to facilitate enrollment management and general planning. These data include figures for FTES (Full Time Equivalent Students) and unduplicated headcounts (counts of individual students and associated demographics), as well as registration attempts for classes in total and the percent of registration attempts that fail due to fully subscribed sections. Failed attempts highlight those classes where demand exceeds supply. At CCSF this includes the gateway programs of Mathematics and English as well as the nursing prerequisite classes of anatomy, physiology and microbiology. This data is directly provided to the Chancellor and the Vice Chancellors. It has also been included in the annual College Performance Indicators Report and is directly available to all College employees via the Decision Support System (DSS). Department Chairs and School Deans regularly use this information in their enrollment planning, including when they develop and schedule classes [IV B-18].

Over the past three years, the College has deepened and expanded the focus on enrollment management through the implementation of a newly reformed Program Review process. All College units, including campuses, instructional departments, student development, and other units at the College, complete an annual program review—a Program Review based in part upon an analysis of longitudinal enrollment and student demographic data, including not only trends in student enrollment but also student success trends. Data is broken out by credit and noncredit areas. Training is available to deans and department chairs to support their
understanding of and engagement with the data. Discussions throughout the Program Review process emphasize the importance of developing unit-level plans that account for and respond to data trends [IV B-19].

In addition to Program Review discussions, the College has recently engaged in a series of efforts to align enrollment reporting from various offices. In the past, different offices have reported figures that appear, at first glance, to be incongruent. For example, one office might report FTES for California residents only, while another might report FTES for all CCSF students. Insufficient labeling and inconsistent approaches to reporting has created confusion for many at the College. The new alignment and cooperation between offices has already fostered a deeper engagement and comfort level with the data, as the College community learns together to understand the nuances of the enrollment data. There have been multiple venues for this in addition to Program Review, including DCC meetings, College Council meetings, and the College’s PBC [IV B-20].

During this Chancellor’s tenure, the institution’s Program Review process has been reorganized from a 5-year cycle to a biennial review process of more than 120 units and programs. Program Review was annual in 2008-09, 2009-10, and 2010-11. During 2011-12, CCSF will be refining the templates and process. Then in 2012-13, all units will go through Program Review again. To maintain efficiencies and synergies, the units will not be split across years. Everyone will go through Program Review simultaneously every two years after 2012-13. Program Review includes the assessment of student progress, the assessment and implementation of Student Learning Outcomes, and requests for budgetary items (i.e. facilities, equipment, and staffing).

Each department/unit is expected to describe its programs and services as well as identify and evaluate internal and external developments affecting program goals and objectives. In addition, each department/unit must submit a summary of progress since the last Program Review including areas for planned improvement. The Office of Research and Planning provides the data that help to support personnel expenditures and productivity for the prior year and to identify goals and objectives for the coming year [IV B-21].

The departments/units completing their Program Review are expected to link programs goals and objectives with the following College plans and initiatives: Strategic Plan, Education Master Plan, Annual Plan, Student Equity Plans and initiatives, Sustainability Plan, Facility Master Plan, and Technology Plan. Student Learning Outcomes (SLO) are now an integral part of the Program Review process. Departments/units must identify and update their progress in implementing SLO’s at the course, program, and unit levels.

All Program Reviews are submitted to appropriate administrators or supervisors, as well as to the Program Review Committee (PRC). The PRC reviews and evaluates each program review and makes recommendations to the College’s Planning and Budgeting Council (College’s PBC). The College’s PBC conducts budget hearings and develops budget recommendations that are forwarded to the Chancellor. The Chancellor prepares and submits a final recommendation to the Board of Trustees [IV B-22].

To make informed decisions related to the distribution of relatively scarce resources, the College has implemented a comprehensive budget planning system that integrates financial
planning with institutional planning. There is a strong connection between the priorities contained in the 2011-16 Strategic Plan and the Annual Plan that the College’s PBC recommends to the Board of Trustees each year. By following these plans, priority is placed on the College efforts to support student learning in a financially sustainable manner. As the College bond program moves ahead, annual budgets are reviewed to ensure that resources are provided to open and operate new facilities.

The College annual budget development process begins in January with an assessment of the expected resources for the new fiscal year based on the Governor’s proposed budget for the upcoming fiscal year. This assessment is a collaborative effort by the Chancellor and the College senior managers. This information is then incorporated into an overall resource projection and presented to the College’s PBC as a parameter for the tentative budget for the new fiscal year. All College constituencies, including students, have an opportunity to discuss potential budget changes at the College’s PBC regular biweekly meetings. In addition, frequent budget updates are provided directly to the College labor unions and to the College Council. The Board of Trustees’ Planning and Budgeting Committee also conducts public hearings during which virtually every part of the budget is scrutinized [IV B-23].

Self Evaluation
The College meets this standard.

The Chancellor’s funding recommendations and decisions for the General Fund Expense Budget are the result of collaboration at the department level, the divisional level, the shared-governance level, and the executive level. The priorities of the Strategic Plan and the objectives of the Annual Institutional Plan are the driving influences in the budgetary decision-making process. This integrated approach to planning and budgeting ensures the College carries out its mission and commitment to the community.

The Program Review process, strategic planning, and institutional research activities are regularly reviewed with the Chancellor. The goal is to better link program effectiveness and budgetary priorities based on accurate data and reports. Assessment is embedded within each unit’s Program Review, which represents a significant step toward more regularly and transparently assessing programs. However, the approach to College wide assessment, which for that last decade or more has been accomplished primarily through the End-of-Year Assessment process, is being revisited. The process of integrating Program Review “results” with planning and budgeting is well underway; however, further refinements are needed to promote the degree of integration that is desired. In the upcoming academic year, Program Review will also be used more explicitly for personnel allocation that occurs via the Faculty Position Allocation Committee (FPAC), which reports to the PBC. In addition, the next iteration of the Program Review template is likely to prompt more explicit references to collaborations, efficiencies, and reductions.

The Program Review process is continually evaluated and assessed to become more streamlined and manageable.
The Chancellor provides the leadership and direction so that the College community understands the linkages between the major College plans, Program Review, and the Planning and Budgeting process.

The Chancellor informs the CCSF community concerning the problems and challenges the school must confront. He has been consistent in his focus and has designed and applied a clearly focused plan for leading the College in these difficult times. He understands the institution, its infrastructure, and the students; and appreciates the people who work at the College.

**Planning Agenda**

None.

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**Descriptive Summary**

City College of San Francisco is governed by a Board of Trustees and the Office of the Chancellor with support from various Shared Governance Councils, Committees, and other advisory groups. The Chancellor’s responsibility and administrative authority as the Chief Executive Officer for the College is delegated by the Board of Trustees in accordance with policies approved by the Board. The Chancellor is responsible for recommending appointments, assigning functions, and approving various College plans and initiatives, and He is also responsible for the delegation to and responsibilities of various administrators within the administrative divisions of the College (SFCC District Policy Manual # 1.11 & 2.01) [IV B-24[a27]].

The Chancellor maintains lines of communication with students, faculty, classified staff, administrators, the Board, and the community. He works within the Shared Governance process to develop solutions aimed at maintaining and improving the College core values and mission.

The CCSF Annual Planning, Budgeting, and Evaluation System execution and implementation allows the Chancellor to lead and continually assess the College progress toward its goals and objectives.

I’m not sure if we’ve answered the first part of the question: “The president assures the implementation of statutes, regulations, and governing board policies??”

**Self Evaluation**

The College meets this standard.

The Chancellor oversees and works collaboratively with the Board and Shared Governance groups, and unions to develop solutions aimed at maintaining and improving the College’s core values and mission.
The Chancellor is aware of his role, duty, and functions in relation to the Board of Trustees, faculty, administrators, classified staff, students, and the communities the institution serves. He continues to work to bridge differences and seeks compromise to difficult problems.

Planning Agenda

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The Chancellor has managed and monitored the budget and expenditures of the College during one of the most uncertain financial periods in our history of the College. The Chancellor oversees a comprehensive and integrated budgeting, planning, and assessment system. He meets regularly with the College’s Planning and Budget Council (College’s PBC) to review, evaluate, and develop recommendations related to budget and planning. The College’s PBC comprises representatives from students, classified staff, faculty, and administrators.

Current economic conditions and state budget cuts have made it impossible for the College to continue spending at past levels. By working with the Board of Trustees, labor unions, and other Shared Governance groups, the College has maintained core academic offerings at all campus locations as resources have permitted and has avoided the layoff of any full-time and most temporary part-time employees.

The Chancellor works with the Vice Chancellor for Finance and Administration and the Chief Financial Officer to review all major budget accounts at the District level, including categorical programs, on a regular basis. Revenue estimates are also reviewed on a continuing basis and adjusted if data support such a change. Any such changes are brought to the immediate attention of the Board of Trustees at their regularly scheduled meetings.

Self Evaluation

The College meets this standard.

The Chancellor places the needs of students at the center of budget decisions. Through a policy of shared sacrifice on the part of administration, faculty, and classified staff, the Chancellor has effectively balanced the budget under most challenging circumstances. The Chancellor has reduced the administrative structure of CCSF and significantly reduced the number of College consultants resulting in significant savings in administrative costs. Plans have been developed to increase other sources of revenue in the areas of fundraising and grant development.

While the Chancellor has been effective in controlling the budget and expenditures, the College is faced with serious budget challenges; (1) the State of California budget remains uncertain and the amount of funding apportioned to community colleges remains uncertain,
(2) the cost of health care for both retired CCSF employees and current CCSF employees will continue to rise and place greater demands on the CCSF budget.

The Chancellor and the leadership team of CCSF have been proactive and to date have made budget cuts with the least impact on students and services. This will continue to be one of the biggest challenges facing the Chancellor and the College.

Planning Agenda

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The Chancellor represents the College on several Boards, including the Workforce Investment Board, the Mayor’s Advisory Council, and the San Francisco Chamber of Commerce. He meets regularly with local elected officials and business and labor leaders. He represents the interests of City College of San Francisco and is respected in the community.

He has served on Congresswoman Jackie Speier’s Citizens Oversight Committee. He attends meetings in Sacramento with the State Chancellor, other Community College CEOs and various California legislators, including the San Francisco Legislative Delegation, including Tom Ammiano, Mark Leno, Fiona Ma, and Leland Yee. As indicated in the Chancellor’s Monthly Report to the Board of Trustees, he also hosts meetings with foreign dignitaries, representatives from community and faith-based organizations, and business and labor leaders [IV B-27].

He meets and confers regularly with the Presidents of San Francisco State University, the University of San Francisco, the Universities of California, San Francisco, Berkeley and Los Angeles, and the Superintendent of the San Francisco Unified School District to discuss student completion and success issues [IV B-28].

Self Evaluation

The College meets this standard.

The Chancellor meets, works, and communicates well with CCSF constituents, including members of the communities that the College serves directly and others whom the College works with, such as businesses, local officials, and representatives of other colleges and universities.

Planning Agenda

None.
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<td>Chancellor’s Biography</td>
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<td>CCSF Employment Agreement for the Chancellor</td>
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<td>IV B-3</td>
<td>Chancellor’s Self Evaluation</td>
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<td>Monthly Chancellor’s Reports to the Board of Trustees</td>
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<td>Chancellor’s reorganization plan</td>
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<td>Evidence about Administrator 101 training</td>
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<td>College Council Minutes</td>
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| IV B-15 | Chancellors Flex Day Address August 13, 2010 | Yes  
Need evidence (is the the correct evidence to use here)? |
| IV B-16 | CCSF Strategic Plan 2011-16             | Yes  
| IV B-17 | College Council Minutes                 | Yes  
| IV B-18 | Decision Support System                | Yes  
http://advancement.ccsf.edu/ Is pointing them to this site enough or do we need more precise evidence? |
| IV B-19 | Program Review Process                  | Yes  
| IV B-20 | Need evidence to support “align enrollment reporting” statement | Yes  
Need evidence here |
| IV B-21 | Program Review Process                  | Yes  
| IV B-22 | Annual Budget Report Recommendations for Board of Trustees: 2010/11; 2009/10; 2008/09 | Yes  
Need online links to reports |
| IV B-23 | Planning and Budgeting Meeting Minutes  | ?  
http://www.ccsf.edu/Offices/Shared_Governance/pbc.html |
| IV B-24 | SFCCD Policy Manual: # 1.11 & 2.01      | ?  
http://www.ccsf.edu/Policy/Manuals/NEW.shtml |
| IV B-25 | Planning and Budgeting Meeting Minutes  | ?  
http://www.ccsf.edu/Offices/Shared_Governance/pbc.html |
| IV B-26 | Chancellor’s Monthly Reports to the Board of | ?  
http://www.ccsf.edu/NEW/en/about-city-college/board-of-trustees/bot_meetings_1.html Need more precise reports here or is this okay? |
| IV B-27 | Chancellor’s Monthly Report to the Board of Trustees | http://www.ccsf.edu/NEW/en/about-city-college/board-of-trustees/bot_meetings_1.html Need more precise reports here or is this okay? |